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ABSTRACT

A joint project between Indiana and Purdue Universities was conducted to develop a model to evaluate vocational teacher education programs. The model was to be functional on a statewide basis and generalizable to all vocational teacher education programs in Indiana. The project staff developed a conceptual basis for the model and cooperated throughout the project by meeting frequently and sharing materials developed. Specific procedures were (1) selection of an advisory committee representative of producer and user groups, (2) identification of the model components, (3) development of teacher education goals (functions), (4) validation of objectives by the advisory committee, (5) development of process and product criteria, (6) validation of criteria by the advisory committee, (7) development of the preliminary instruments for a single goal, (8) collection of preliminary data, (9) dissemination of the model through a statewide conference, and (10) production of a final report. The major product of the project is a model along with its conceptual basis for evaluating vocational teacher education and a suggested implementation plan. Included in the model are missions, goals, objectives, and criteria which are inclusive of vocational teacher education. Half of the final report consists of appendixes which include data collection questionnaires and dissemination conference evaluation. (Author/HD)

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FINAL REPORT

Development of Generalizable Model For Evaluation of Vocational Teacher Education

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August 1976

State Board of
Vocational and Technical Education
Department of Public Instruction
Division of Vocational Education
State of Indiana

CE 008 491

CE 008 491

ABSTRACT

TITLE: Development of Generalizable Model for Evaluation of Vocational Teacher Education.

Purpose. Intense interest in the evaluation of Vocational teacher education resulted in a project designed to develop a model whereby the vocational teacher education programs could be evaluated. The model was to be functional on a statewide basis and generalizable to all vocational teacher education programs in Indiana. In addition, the project gathered preliminary process and product data in order to 1) provide an indication of instrument design and 2) determine the feasibility of ultimate implementation of the model.

Method. Specific functions were assigned to the individual institutions thereby providing a division of the total tasks and accountability. Together, however, the project staff developed a conceptual basis for the model and cooperated throughout the project by meeting frequently and sharing materials developed.

Specific procedures were: 1) selection of an advisory committee representative of producer and user groups, 2) identification of the model components, 3) development of teacher education goals (functions), 4) validation of objectives by the advisory committee, 7) development of process and product criteria, 8) validation of criteria by the advisory committee, 9) development of preliminary instruments for a single goal, 10) collection of preliminary data, 11) dissemination of the model through a statewide conference, and 12) production of a final report.

Findings. As a result of this project, there is now a generalizable model for evaluating vocational teacher education which is based on the following premises: 1) vocational teacher education is a statewide effort; 2) institutions of higher education are the primary providers of vocational teacher education; 3) expectations for vocational teacher education can be divided into mission areas of instruction, research and development, and service; 4) mission areas can be linearly subdivided into goals (functions), objectives, and criteria; and 5) criteria measurement will result in information needed to make program improvement decisions in vocational teacher education. The major product of the project is, therefore, a model along with its conceptual basis, for evaluating vocational teacher education and a suggested implementation plan. Included in the model are missions, goals, objectives, and criteria which are inclusive of vocational teacher education.

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PREFACE

The development of a comprehensive state-wide evaluation model for vocational teacher education was undertaken as a joint venture between Indiana and Purdue Universities. In addition to the model development activity the project is to 1) produce the instrumentation necessary for implementing the model, 2) provide descriptive data concerning certain process and product criteria, and 3) facilitate improved state-wide communication regarding professional development activities.

Background of the Project. Information for making needed intra- and inter-university decisions concerning vocational teacher education is somewhat lacking in Indiana. Data routinely collected, such as headcounts and budgets, are insufficient for providing a total picture of vocational teacher education. A comprehensive evaluation model to be used for all vocational program areas was conceived as a viable mechanism for making a state-wide assessment of vocational teacher education.

Basic Assumptions. The assumptions preceding the development of the model have influenced the project. They are:

1. An evaluation model for teacher education should be based on the major areas of responsibilities, or missions, of the institutions providing teacher education.
2. A linear model resulting in measurable process and product criteria statements is feasible.
3. A sufficient body of prior research and theoretical work exists to support the developmental concept.

4. Institutional and program area similarities and differences can be adequately described through a comprehensive model.

Theoretical Basis for the Model. It is proposed that there are three mission areas under which all vocational teacher education responsibilities and activities may be categorized. The mission areas are: 1) instruction, 2) research and development, and 3) service. Collectively, they reflect the rationale for an institution's existence. Within each mission area there are broad purpose goals to which a program within an institution is committed. Goals are described by objectives which are specific statements indicative of projected outcomes. Each objective may be divided into criteria specifying measurable activities to be used in determining the degree to which an objective is met. Criteria may be classified as process or product. Process criteria refer to resources, techniques, strategies, etc. used in meeting objectives. Product criteria refer to the outcomes associated with the accomplishment of objectives. An example of the former would be the contribution of faculty to professional literature. An example of the latter would be the impact of a particular curriculum project on its target audience. Ultimately, implementation of the model will provide a comprehensive description of vocational teacher education throughout the State.

Developmental Steps. The inter-institutional nature of the project as well as the complexity of the project necessitated the specification and assignment of steps to be accomplished. The

steps are as follows:

1. Select advisory committee. Committee selected by the State Professional Development Advisory Committee to represent all program areas, all vocational teacher education institutions, the State Board staff, and vocational administrators.

2. Develop model concept. Components identified as mission areas, goals, objectives, criteria (process and product). Components integrated into linear model framework.

3. Develop tentative goal statements for three mission areas. Validate goal statements through advisory committee.

4. Develop tentative goal statements for all goals. Validate objectives through advisory committee.

5. Develop process criteria (Purdue University). Develop product criteria (Indiana University). Validate criteria through advisory committee.

6. Develop criteria questions and preliminary instrumentation. Validate through advisory committee.

7. Identify sample data to be collected by each institution and collect data.

8. Analyze data using input of advisory committee.

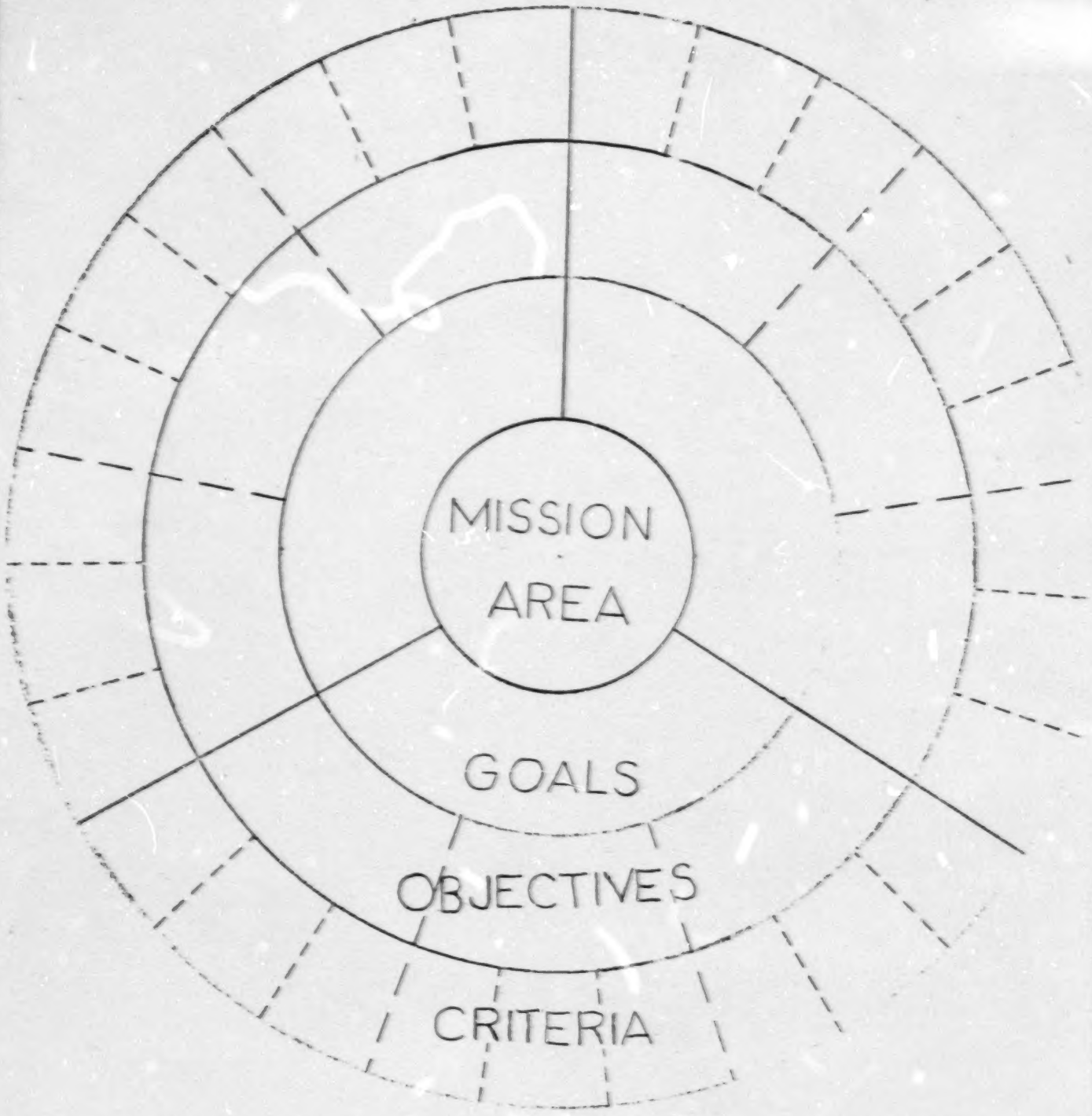
9. Refine working model.

10. Conduct dissemination conference for teacher educators, state staff, and user groups.

It is anticipated that upon completion of the model development process implementation will be recommended.

Conclusion. The presence of concerns about vocational teacher education; the interest in the evaluation of vocational teacher education; the ability of two institutions to work together on a joint project; and the need to compile evaluative data have stimulated this developmental effort. The approach taken in the

project recognized the major responsibilities of vocational teacher education and will lead to information for making significant decisions regarding the improvement of vocational teacher education.



MODEL FOR THE EVALUATION OF VOCATIONAL TEACHER EDUCATION

BACKGROUND INFORMATION

Evaluation of vocational education has received considerable attention in recent years. Moss (1968) published a monograph relating to evaluation of occupational programs which defined vocational program evaluation. The Moss Model contained three characteristics: 1) student characteristics, 2) program characteristics, and 3) actual outcomes. Based on this model Moss arrived at the following definition of program evaluations:

> Program evaluation is the process of attributing differences between actual and comparative outcomes to program characteristics, under different conditions of student characteristics and other intervening influences, and making a judgment about the value of the program characteristics. The process is conducted for the purpose of making more rational decisions about programs.

Implicit in vocational teacher education is an evaluation system which enables institutions and agencies to determine the effectiveness of such teacher education and to make provisions for improvement in the teacher education process. Turner (1973) identified four domains into which evaluative information may be classified: 1) selection, 2) training, 3) placement, and 4) work success. Furthermore, he suggested that various relationships may exist among these domains for purposes of research into teacher education.

A model for evaluating vocational teacher education will necessarily consider the various domains of information and the several types of evaluation. Stufflebeam identified four types of evaluation to be considered in developing an evaluation model: 1) Context Evaluation, 2) Input Evaluation, 3) Process Evaluation, and 4) Product Evaluation (Stufflebeam, et. al., 1971).

In this project the domains of selection and placement are considered to be components of the process evaluation while the domains of placement and work success are identified as components of the product evaluation. Context evaluation and input evaluation are currently explicitly included in Indiana's vocational teacher education system.

Hillison and Bird (1973) developed and field tested a model solely for the purpose of evaluating vocational teacher education programs. These authors established an evaluation system consisting of four components: (1) existing situation, (2) resources available, (3) process evaluation, and (4) product evaluation.

LaSell and others (1972) developed and field tested an approach to evaluating in-service vocational teacher education which included instructions and data collection instruments for responses from various groups. Berty (1973) devised an evaluation instrument for evaluating teacher education centers in West Virginia. Popham (1973) approached pre-service and in-service teacher education evaluation by devising a teaching performance test and an interest rating scale. The undergraduate vocational teacher education programs in Rhode Island were evaluated by Prull and Very (1968) by questioning graduates and faculty. The effectiveness of two types of in-service vocational teacher education in Mississippi (state-conducted versus institution-conducted) were evaluated by Handley and Shill (1973) using the Assessment of In-Service Teacher Education Scale.

More diversified approaches to teacher education evaluation have also been utilized. Ptacek (1972) attempted to identify inadequacies in home

economics education in three Utah universities by collecting data from senior students, cooperating teachers, and practicing teachers on four separate scales. Adomatis (1975) followed-up Indiana University home economics graduates by using a questionnaire and selected personal interviews. A western Kentucky university (Adams, 1972) study proposed to utilize five types of instruments in teacher education evaluation: 1) questionnaire, 2) personality scale, 3) rating scale, 4) direct observation, and 5) student transcripts.

An additional important source of instrumentation information are the Standards for Accreditation of Teacher Education published by the National Council for Accreditation of Teacher Education. NCATE standards provide guidelines relating to curricula, faculty, students, resources and facilities, and evaluation. It is one of the few documents which treats process criteria and in addition provides a methodology for gathering process data.

The Review and Synthesis of Research in Vocational Teacher Education (Peterson, 1973) identified the need for research efforts focusing on (1)an analysis of competencies needed within the broad and specific fields of vocational teacher education, 2) an assessment of potential sources of teachers, 3) recruitment of vocational teachers, 4) better teacher preparation programs, 5) providing guidelines for counseling students in vocational education, and 6) evaluations on program effectiveness. It would appear that the project included four of the six areas identified as needing research in vocational teacher education.

The research project being reported herein will begin with the components established and tested by Moss (1968) or Hillison and Bird (1973). A

synthesis of this research revealed two main aspects of vocational teacher education evaluation - process evaluation and product evaluation.

The two major components of the evaluation model in this project, therefore, are process criteria and product criteria. Process criteria are defined as the events and activities utilized in the development of a vocational teacher. The process begins when the prospective teacher enters the vocational teacher education program and ends when the individual achieves state certification requirements. Product criteria are defined as the events and activities occurring with the certified vocational teacher after leaving the institution or achieving initial certification. Specifically, product criteria include placement histories, teacher perceptions of their teacher education experiences, and the relationships between the teacher, teacher education institutions and employing school districts (Turner, 1973).

SPECIAL NOTE

The development of the model for evaluation of vocational teacher education in Indiana was recognized as a significant task having many ramifications. The project, therefore, was proposed to be divided, by function, between two institutions. Specific assignments with concurrent fiscal responsibility and accountability were identified for the two institutions: Purdue University and Indiana University.

PRIORITY AREA

This research project was within the domain of RFP #1: "Evaluation of the Effectiveness of Vocational Education Programs and Projects." Specifically, the project was designed to meet activities 6 and 7 of RFP #1:

1. Development of an Evaluation Model for Vocational Teacher Education Programs.
2. Follow-up Study of all Graduates of Teacher Training Programs.

STATEMENT OF PROBLEM

The purpose of this project was to develop a functional and generalizable working model for the evaluation of vocational teacher education programs. Two major questions were answered by this project:

1. What are the generalizable process and product criteria that comprise a functional model for evaluating vocational teacher education programs?
2. How can such criteria be merged into a functional model?

A corollary purpose was to generate interim process and product data ragarding existing vocational teacher education programs. Process data includes the nature, scope, and activities of Indiana's vocational teacher education programs. Product data includes the status of current and past institutional graduates.

PROJECT OBJECTIVES

The over-riding objective of this project was to develop the functional and generalizable working model for evaluating vocational teacher education programs at the pre-service level. Specific objectives realized through this project are as follows:

1. To develop a rationale based on current evaluation theory for an evaluation system for vocational teacher education.
2. To explain the current system for vocational teacher education in Indiana considering personnel resources, costs, facilities, and organization.
3. To establish a communications network among the institutions and the Division of Vocational Education regarding the criteria that are to be used in reviewing vocational teacher education programs.
4. To uncover and present those inhibiting factors which prevent vocational teacher education from fulfilling its multiple missions; e.g., providing teacher education for post secondary education.
5. To provide data which are evidence of the achievement of process and product criteria.
6. To disseminate a functional working model to users and/or change agents throughout the State.

PROCEDURES

The general design of the project involved two distinct functions both of which were sequentially ordered to produce the evaluation model. The functions, which relate directly to process and product criteria, were assigned to Purdue and Indiana Universities, respectively.

Instruments used to collect data were developed in conjunction with a project advisory committee due to the cruciality of the data to be collected and the over-riding concern for generalizability. In so far as possible, instruments were adapted from those in existence for similar purposes in the broad field of teacher education.

Data were analyzed using normative techniques. The purpose of all such analyses was not to compare the effectiveness of one program or institution against another, but rather to determine the appropriateness of including certain criteria into the model.

In order to focus on the three major aspects of the project (development of process-related criteria, development of product-related criteria, and integration of criteria into a model), the specific procedures used are outlined below. It should be noted that functions assigned to Purdue University are followed by a "P" and functions assigned to Indiana University are followed by an "I". Activities completed jointly by both institutions are followed by a "PI". It should be further noted that the institutions have made a concerted effort to assign all outcome oriented procedures to one

of the two institutions. Mutually undertaken activities were advisory and/or consultative.

1. Selection of Project Advisory Committee. The advisory committee was selected by the Professional Development Council of the Indiana State Board for Vocational Education to represent each of the program areas in vocational teacher education. (PI)

2. Identification of component parts of the working model. The respective project staffs identified process and product components. Internal and external resources were used in this activity. (PI)

3. Advisory committee input concerning the component parts which have been identified. (PI)

4. Identification of criteria which was used for developing the working model:

   a. Process criteria; e.g., institutional organization, resources, techniques, etc. (P)

   b. Product criteria; e.g., graduates' employment histories, backgrounds, perceptions, etc. (I)

5. Process and product criteria were merged into a tentative working model with the assistance of the project advisory committee. (PI)

6. Development of appropriate instrumentation and methodology for:

   a. Process criteria (P)
   b. Product criteria (I)

7. Development of tentative model in conjunction with the project advisory committee. (PI)

8. Collection of appropriate data using instrumentation developed:

   a. Process (P)
   b. Product (I)

9. Analysis of data in terms of established criteria:

   a. Process (P)
   b. Product (I)

THE EVALUATION MODEL

An evaluation model has been developed to be utilized in evaluation of vocational teacher education programs in Indiana. Due to the volume of this model -- three mission areas, 11 functional areas (goals), 96 objectives, and several hundred process and product criteria--the model is contained in a separate document entitled "A Model for the Evaluation of Vocational Teacher Education." The model was the primary outcome of this research project and was the focal point on the instrumentation and methological developmental activities.

PRELIMINARY INSTRUMENTATION AND DATA COLLECTION

The project was committed to initiating preliminary instrumentation and data collection in order to determine the feasibility of the model that had been developed. Because of the extensiveness of the model, instrument development and data collection were limited to one of the eleven functions or goals.

The goal chosen was that of Pre-Service Instruction in the Instruction mission area. The project staff from the two institutions met and determined the catagorization of the specific criteria contained in the objectives in that function. All criteria were assigned to 1) product, 2) process, or 3) both product and process. The institutions involved, again, were to develop preliminary instruments for the assigned criteria categorized. Indiana University was to work with product criteria, Purdue was to develop instruments for process criteria, and both institutions were to develop instruments for criteria that were both product and process in nature. Following the initial instrument development effort by the individual institutions, the instruments were exchanged and the individual staffs were asked to review the instruments for assurance that individual items reflected the intent of the criteria.

Six vocational teacher education programs were identified for data collection for the product criteria. They are as follows:

1. Agricultural Education - Purdue University
2. Business and Office Education - Indiana State University
3. Home Economics Education - Ball State University
4. Distributive Education - Indiana University
5. Trade and Industrial Education - Indiana State University
6. Health Occupations Education - Indiana University

Product Data Collection. Requests for assistance in the project were sent to the department heads of the several institutions. The requests solicited names of approximately 20 of the most recent graduates from the particular program who were currently teaching in the state of Indiana. A one hundred percent positive response was received from the institutions.

The instruments that were developed for assessing product criteria included a cover letter which explained the nature of the project, instructions for completing the questionnaire, and a solicitation of their cooperation. The instructions asked the teachers to 1) complete the questionnaire as they perceived the particular items, and 2) to react to and comment upon the appropriateness of the individual items. Thus, it was possible to obtain both a preliminary profile of the perceptions of the vocational teachers and an extensive list of excellent suggestions regarding the items. The results of the preliminary data collection are presented in Table 1 . While the responses were gathered according to program area, the project procedures specified that individual institutions would not be identified at this time. Since information was collected from only one institution per program area, the data presented are a composite of the total responses from all the program areas. In this way confidentiality was assured. The product instrument is in Appendix A.

An analysis of the responses seem to indicate that the instrument was generally appropriate for assessing the criteria. Excellent suggestions were received with regard to clarifying and rewording items and overall responses to the questionnaire were very positive. No additional items were recommended. However, the major conclusions by the project staff are: 1) that while the questionnaire was an appropriate way to secure teacher perceptions, the length of such a questionnaire for all product criteria would probably be prohibitive; 2) there are additional populations which should be considered when collecting

TABLE 1

Extent of Agreement to Questionnaire Items Grouped by Objectives

Objectives and Criteria	Item #	Extent of Agreement SA N	SA %	A N	A %	D N	D %	SD N	SD %
6a Program includes variety of appropriate in-class experiences	1	11	18.0	33	54.0	13	21.3	4	6.5
	2	12	20.3	40	67.7	7	11.8	0	0
6b Instructional program provides student-teaching experiences in vocational area	3	25	47.1	18	33.9	6	11.3	4	7.5
	4	23	38.9	21	35.5	13	22.0	2	3.3
6d Instructional program provides early field experiences and supervision in vocational area	5	16	25.8	26	41.9	14	22.5	6	7.8
	6	14	7.7	32	53.3	10	16.6	4	6.6
	7	9	15.0	33	55.0	16	26.6	2	3.3
6e Early field experience follow-up consultation is provided	8	8	13.5	33	55.9	15	25.4	3	5.0
6f Post student-teaching follow-up consultation is provided	9	14	23.3	22	36.6	16	26.6	8	13.3
6g Student acquisition of methodological skills is evident	10	17	28.3	31	51.6	12	20.0	0	0
	11	20	32.7	32	52.4	9	14.7	0	0
	12	24	40.0	31	51.6	4	6.6	1	1.6
	13	23	38.3	33	55.0	4	6.6	0	0
	14	10	16.9	41	69.4	8	13.5	0	0
7c Content is perceived by students to be meaningful	15	16	27.1	31	52.5	10	16.9	2	3.3
	16	16	27.1	36	61.0	7	11.8	0	0
7d Content is perceived as challenging by faculty and students	17	7	11.8	35	59.3	14	23.7	3	5.0
7e Student acquisition of curriculum content is evident	18	7	11.6	35	58.3	17	28.3	1	1.6

TABLE 1 (continued)

Objectives and Criteria	Item #	Extent of Agreement SA N	SA %	A N	A %	D N	D %	SD N	SD %
8a Teacher placement assistance is provided	19	14	24.1	24	41.3	12	20.6	8	13.7
8b Placement service utilizes expertise of vocational teacher education faculty	20	12	21.4	17	30.3	19	33.9	8	14.2
8c Placement service includes maintenance of credentials	21	13	22.8	37	64.9	3	5.2	4	7.0
10a Vocational faculty assumes responsibility of guidance	22	29	48.3	25	41.6	5	8.3	1	1.6
10b Guidance services are available to students during vocational teacher education program	23	17	27.8	29	47.5	13	21.3	2	3.2
10c Students perceive guidance services provided during vocational teacher education program as being helpful	24	20	32.2	32	51.6	7	11.2	3	4.8
10d Faculty perceives guidance as its responsibility	25	21	34.4	31	50.8	8	13.1	1	1.6
10e Faculty is accessible for instructional consultation with students	26	22	34.9	32	50.7	6	9.5	3	4.7
12b Library resources are responsive to needs of pre-service vocational teacher education programs	27	7	12.2	32	56.1	13	22.8	5	8.7
12d Students perceive library resources as adequate and available	28	14	22.9	37	60.6	8	13.1	2	3.2

product data; and 3) an early Spring administration of follow-up instruments should be used.

Process Data Collection. An instrument was developed for the instruction area, pre-service education function (goal). Process for each objective within the pre-service area was used to construct and structure the instrument. This instrument is found in Appendix A. Each of the State Universities were sampled using this instrument. Only one vocational teacher education program area was selected within each University for the instrument testing. The instrument, as found in Appendix A, was organized into five major areas: 1) facilities and equipment, 2) staff, 3) supportive services, 4) evaluation, and 5) curriculum. Within each of these areas, two types of responses were solicited. First, each respondent was asked to respond to a series of assessment statements using a yes-no-NA scale. The assessment statements were derived from the criteria statements for each objective in the pre-service education function (goal). Second, each respondent was asked to evaluate each of the five major areas using a scale of excellent-good-fair-poor. The evaluation statements were taken from the objectives and were structured to provide summary evaluations for each major area.

The analysis of the four completed process instruments (100% response) indicated that additional refinements of the instrument are needed. Constructive criticisms were primarily directed toward the wording of the assessment and evaluative statements and the scaling of the instrument. Additional concern was expressed relative to the length of the questionnaire.

Table 2 presents a summary of responses for the process instrument (N=4).

TABLE 2

SUMMARY RESPONSES FOR
PROCESS CRITERIA STATEMENTS
FOR PRE-SERVICE EDUCATION

I. FACILITIES AND EQUIPMENT

A. Assessment	YES N/%	NO N/%	N/A N/%
1. Classrooms and laboratories meet needs of number of students enrolled.	1/25	2/50	
2. Cooperating schools or laboratory schools meet needs of number of students enrolled.	4/100		
3. Commercial or non-classroom facilities meet needs of number of students enrolled.	2/50		2/50
4. Storage space is accessible.	3/75		
5. Space per pupil in rooms meets state recommendations.	3/75		1/25
6. Custodial services are provided.	4/100		
7. Mainenance services are provided.	4/100		
8. Room environment (e.g., color, lighting, and arrangement) is conducive to learning.	2/50	2/50	
9. Faculty workroom is provided.	4/100		
10. Facility provides:			
Lighting	4/100		
Ventiliation	4/100		
Heating/cooling	4/100		
Sanitation facilities	4/100		
Water as needed (labs, drinking, showers)	4/100		
Emergency exits	4/100		
Chalkboards	4/100		
Bulletin Boards	4/100		
Energy outlets	4/100		

	YES		NO		N/A	
	N	%	N	%	N	%
Trash disposal	4/100					
Display cases	3/75		1/25			
11. Equipment is maintained.	4/100					
12. Equipment meets needs of number students enrolled.	4/100					
13. Laboratory equipment represents variety of styles.	1/25		1/25		2/50	
14. Laboratory equipment represents variety of prices.	1/25		1/25		2/50	
15. Laboratory equipment is comparable to that found in industry.			1/25		3/75	
16. Special equipment needed for laboratory situations is available through industry of community resources.	1/25		1/25		2/50	
17. Fire extinguishers are accessible.	4/100					
18. First aid kits are located in laboratories.	2/50				2/50	
19. Safety equipment (goggles, hard hats, etc.) is worn in laboratories to comply with safety standards.	2/50				2/50	
20. Duplication machine or service is accessible.	4/100					
21. Faculty has input into acquisition of equipment.	4/100					
22. Furnishings are:						
Clean	4/100					
Comfortable	4/100					
In good repair	4/100					
Moveable	4/100					
23. Furnishings meet needs of number of students enrolled.	4/100					

	YES	NO	N/A
	N/%	N/%	N/%
24. Audio-visual equipment (e.g., projectors, recorders) is:			
Plentiful	2/50	2/50	
In good condition	3/75	1/25	
Modern	3/75	1/25	
Accessible	4/100		
Conveniently stored	4/100		
Organized	4/100		

B. Evaluation

To what Extent:	EXCELLENT	GOOD	FAIR	POOR
	N/%	N/%	N/%	N/%
a) Is classroom instructional equipment sufficient for providing experiences necessary to meet program objectives?		3/75	1/25	
b) Is laboratory instructional equipment sufficient for providing experiences necessary to meet program objectives?		2/50	2/50	
c) Are classroom facilities sufficient for providing experiences necessary to meet program objectives?		4/100		
d) Are laboratory facilities sufficient for providing experiences necessary to meet program objectives?		1/25	3/75	

II. STAFF

	YES	NO	N/A
A. Assessment	N/%	N/%	N/%
1. Faculty has valid Indiana teachers' licenses.	3/75		1/25
2. Faculty meets state requirements for vocational certification in area in which it teaches.	3/75		1/25

	YES N/%	NO N/%	N/A N/%
3. Faculty possesses terminal degrees in appropriate vocational area.	2/50	2/50	
4. Faculty attends at least one per year of the following state or national professional meetings:			
Convention	3/75	1/25	
Workshop	3/75	1/25	
Task force meeting	3/75		1/25
Committee meeting	3/75	1/25	
5. Faculty belongs to vocational education area-related organizations.	3/75	1/25	
6. Within past five years at least one faculty member has received national vocational education organization award.	3/75	1/25	
7. Within past five years at least one faculty member has received state vocational education organization award.	3/75		1/25
8. Within past five years each faculty member has made a presentation at state or national professional meeting.	2/50	1/25	1/25
9. Within past five years each faculty member has submitted article for publication.	2/50	1/25	1/25
10. Faculty meets State Board of Vocational and Technical Education teacher training requirements.	3/75		1/25

B. Evaluation

To what Extent:	EXCELLENT N/%	GOOD N/%	FAIR N/%	POOR N/%
a) Is faculty certified in appropriate vocational program area if such certification is available?	3/75	1/25		

	EXCELLENT	GOOD	FAIR	POOR
	N/%	N/%	N/%	N/%
b) Is faculty active in appropriate vocational education professional organizations?	3/75	1/25		
c) Is faculty recognized as qualified by experts outside institution?	3/75	1/25		

III. SUPPORTIVE SERVICES

A. Assessment	YES	NO	N/A
	N/%	N/%	N/%
1. Inter-library loan facilities are available to students.	4/100		
2. Library resources are available for vocational teacher education programs.	4/100		
3. Pre-service vocational teacher education programs have library support to meet needs.	4/100		
4. Faculty requests library and media additions.	3/75	1/25	
5. Students perceive library resources as adequate.	4/100		
6. Students perceive library resources as accessible.	4/100		
7. Listing of library resources related to vocational education is posted for staff and students.	2/50	2/50	
8. Office space is available for program needs.	4/100		
9. Office equipment is available for program needs.	4/100		
10. Non-professional staff is available to support instructional program.	4/100		
11. Teacher aides and professional personnel are available to assist classroom teachers.	2/50		2/50

	YES	NO	N/A
	N/%	N/%	N/%
12. Non-instructional staff is available to support instructional program.	4/100		
13. Supply and expense budget is available to meet instructional program needs.	4/100		
14. Admission criteria are used in counseling students.	3/75		1/25
15. Admission criteria are open to students.	4/100		
16. Faculty assumes responsibility for guidance.	4/100		
17. Students may obtain guidance services at any point in teacher preparation program.	4/100		
18. Advanced students recommend guidance services provided by teacher preparation program.	2/50		
19. Faculty maintains office hours for career guidance concerns of students.	4/100		
20. Faculty operates academic advisement programs for program majors without bias to program m minors.	3/75		1/25
21. Availability of teacher placement assistance is known by students.	4/100		
22. Teacher placement seeks vocational teacher education faculty recommendations.	4/100		
23. Teacher placement assistance uses teacher education faculty linkages with field.	3/75	1/25	
24. Teacher placement service includes credential maintenance.	4/100		
25. Vocational teacher education program periodically secures employment histories of graduates.	1/25	3/75	

	YES	NO	N/A
	N/%	N/%	N/%
26. Vocational teacher education program systematically consults with first and second year graduates.	3/75	1/25	

B. Evaluation

To what Extent:	EXCELLENT	GOOD	FAIR	POOR
	N/%	N/%	N/%	N/%
a) Are inter-library loan facilities available to students?	2/50	2/50		
b) Are library resources responsive to needs of pre-service vocational education programs?	2/50	2/50		
c) Does plan exist whereby faculty has input into library acquisitions?	3/75	1/25		
d) Do students perceive library resources as adequate and available?	2/50	2/50		
e) Is list of library resources related to vocational education available?	2/50	1/25		
f) Does program have adequate office space and equipment to support instructional program?	2/50	1/25	1/25	
g) Does program have adequate non-professional instructional staff to support instructional program?	2/50	1/25	1/25	
h) Does program have sufficient non-instructional staff to support instructional program?	2/50	1/25	1/25	
i) Does supply and expense budget exist for instructional program?	1/25	1/25	2/50	
j) Is list of admissions criteria used to counsel students into vocational teacher education programs?	2/50	1/25		1/25

	EXCELLENT N/%	GOOD N/%	FAIR N/%	POOR N/%
k) Are admission criteria available to students and staff?	4/100			
l) Does vocational faculty assume responsibility of guidance?	4/100			
m) Are guidance services available to students during vocational teacher education programs?	4/100			
n) Do students perceive guidance services provided during vocational teacher education programs as being helpful?	2/50	1/25	1/25	
o) Is faculty accessible for instructional consultation with students?	4/100			
p) Does faculty provide academic advisement to vocational teacher education program majors?	3/75	1/25		
q) Is teacher placement assistance provided?	4/100			
r) Does placement service utilize expertise of vocational teacher education faculty?	3/75		1/25	
s) Does placement service include maintenance of credentials?	4/100			
t) Does program maintain record of graduates' employment histories?	1/25		1/25	2/50
u) Does program have plan on file for follow-up consultation of first and second year teachers?	1/25	1/25	1/25	1/25

IV. PROGRAM EVALUATION

	YES N/%	NO N/%	N/A N/%
A. Assessment			
1. Each program cycle incorporates formative evaluation.	3/75	1/25	

	YES	NO	N/A
	N/%	N/%	N/%
2. Each program cycle culminates in summative evaluation.	3/75	1/25	
3. Each succeeding program cycle is modified through use of summative evaluation.	2/50	2/50	
4. Program feedback is evident.	4/100		
5. Program makes changes based on evaluation results.	4/100		

B. Evaluation To what Extent:	EXCELLENT N/%	GOOD N/%	FAIR N/%	POOR N/%
a) Is formative evaluation built into system?		4/100		
b) Is summative evaluation implemented?	1/25	2/50	1/25	
c) Are procedures for alternation based on evaluation evident?	1/25	2/50		1/25

V. CURRICULUM

A. Assessment	YES N/%	NO N/%	N/A N/%
1. List of state certification requirements is available to students in vocational educational training.	3/75		
2. Faculty acts in advisory capacity in initiation and implementation of state certification requirements.	4/100		
3. Faculty revises university program requirements in keeping with changes in state certification requirements.	4/100		
4. V.T.E. curriculum advisory committee is used whenever curriculum revisions are planned.	3/75	1/25	

	YES	NO	N/A
	N/%	N/%	N/%
5. Offerings in vocational education are adequate in number to serve population of students wishing to enroll.	3/75	1/25	
6. Class size is regulated by objectives of individual classes.	3/75	1/25	
7. Provisions are made for flexible class structure and teaching organization.	4/100		
8. Faculty conducts post student-teaching consultation with student teachers.	3/75	1/25	
9. Instructional program provides student-teaching experiences in vocational area.	4/100		
10. Instructional program provides supervision of student teachers in the vocational area by vocational area teachers.	2/50	2/50	
11. Instructional program provides early field experiences (prior to teaching experience) of students enrolled in pre-service vocational teacher education.	3/75	1/25	
12. Early field experience follow-up consultation is provided.	3/75	1/25	
13. Program includes variety of appropriate instructional methods.	4/100		
14. Students participate in setting objectives, planning activities, and evaluating their progress.	3/75	1/25	
15. Teachers use results of diagnostic techniques to improve curriculum.	3/75	1/25	
16. Faculty utilizes such teaching resources as:			
Para-professional personnel	2/50	2/50	
Demonstrations by qualified individuals	4/100		

	YES	NO	N/A
	N/%	N/%	N/%
Field trips to actual employment situations	4/100		
17. Vocational education instructional content is based on current analysis of needs, interests, and abilities of students.	3/75	1/25	
18. Research results about learning are considered in curriculum planning for students.	4/100		
19. Scope and sequence of offerings are designed to challenge each student.	4/100		
20. Content is chosen in accordance with defined objectives stated in behavioral terms.	3/75		
21. Program stimulates independent thinking and problem solving of students.	4/100		
22. Curriculum is designed to develop required competencies including:			
Requisite skills	4/100		
Desirable work habits and attitude	4/100		
Communication skills	4/100		
Safety practices	3/75	1/25	
23. Feedback from former students and their employers is used to improve curriculum.	4/100		
24. Curriculum content is designed to use instructional devices and techniques to accomodate various ability levels and learning speeds.	3/75	1/25	
25. Course outlines are accessible.	4/100		

B. Evaluation	EXCELLENT N/%	GOOD N/%	FAIR N/%	POOR N/%
To what Extent:				
a) Is list of state certification requirements available?	4/100			
b) Is curriculum flexible to meet requirement needs?	2/50	2/50		
c) Do program planners have input into formation of requirements set up by state board for certification?	3/75	1/25		
d) Are program planners up-to-date on current requirements?	3/75	1/25		
e) Is pre-service vocational teacher education program approved by the Teacher Training and Licensing Commission?	4/100			
f) Are curriculum advisory committees utilized?	1/25	1/25	2/50	
g) Does program include variety of appropriate in-class experiences?	3/75	1/25		
h) Does instructional program provide student-teaching experiences in vocational area?	4/100			
i) Does instructional program provide supervision of student-teaching experience in vocational area?	2/50		2/50	
j) Does instructional program provide early field experiences and supervision in vocational area?	2/50	1/25		1/25
k) Is early field experience follow-up consultation provided?	2/50	1/25		1/25
l) Is post student-teaching follow-up consultation provided?	2/50	1/25	1/25	
m) Does instructional content reflect current trends?	2/50	2/50		

	EXCELLENT N/%	GOOD N/%	FAIR N/%	POOR N/%
n) Is instructional content based upon identified professional and technical needs of vocational specialty area?	3/75	1/25		
o) Is content perceived as challenging by faculty and students?	2/50	2/50		
p) Is student acquisition of curriculum content evident?	3/75			
q) Are course outlines on file?	4/100			
r) Is content of certification courses based on empirically identified competencies?				

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APPENDIX A

VOCATIONAL EDUCATION

INDIANA UNIVERSITY — PURDUE UNIVERSITY

TO: Select Vocational Teachers

FROM: Project Staff, Development of a Generalizable Model for the Evaluation of Vocational Teacher Education: W.B. Richardson & C.E. Kline, Purdue; T.R. White, Indiana

SUBJECT: Attached Questionnaire

During the past year Purdue and Indiana Universities have been engaged in developing a model to evaluate vocational teacher education programs in the State of Indiana.

We are now in the process of developing and refining instruments and need your assistance. You have been randomly selected to represent a teacher in one of the six vocational education program areas. Enclosed is a tentative questionnaire which we are considering using to assess teacher perceptions regarding their pre-service preparation program. We would like you to react to the instrument from your position as a vocational agriculture, vocational home economics, vocational business and office, health occupations, distribuitve education, or trade and industrial teacher.

Please read the instructions on the questionnaire carefully. We want you to respond to the items in two ways: First, answer the item as presented; Second, look critically at the item itself and make any comments you wish about the item; i.e., clarity, intent, wording, etc.

Because we are using a small sample, it is most important that we receive a very high percentage return on this mailing. Your response will have an impact on the evaluation of vocational teacher education and therefore we sincerely solicit your cooperation. Of course, your response to the questionnaire will be confidential.

Thank you for your time and effort.

DRAFT

Vocational Teacher Education Evaluation Questionnaire

INSTRUCTIONS: Each of the items below refer to some aspect of your pre-service preparation as a vocational teacher. Please respond to each statement in terms of your extent of agreement. IMPORTANT: 1) This instrument is designed for use with all vocational teachers, including vocational business and office, distributive education, vocational home economics, vocational agriculture, health occupations education, and trade and industrial education. Please use your subject areas as your frame of reference. 2) When items refer to vocational faculty, that means those instructors who provided you professional education in your subject area. Similarly reference to experiences or courses refers only to professional education taught or coordinated by vocational faculty.

Then, after you have completed each item, please review the items for a) clarity, b) importance, and c) wording. Use the space below each item for comments.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The professional education courses taught by the vocational faculty involved a variety of methods, such as field trips, seminars, guest speakers, audio-visual materials, etc.				
Comment regarding item: _____				
2. I found the methods used by the vocational faculty to be helpful in my teaching experience.				
Comment regarding item: _____				
3. My student teaching experience was relevant to my first teaching experience.				
Comment regarding item: _____				

(Continued to Next Page)

	Strongly Agree	Agree	Disagree	Strongly Disagree
4. My student teaching experience enabled me to practice teaching content similar to that in my first teaching job. Comment regarding item: _____				
5. I had the opportunity to meet with practicing teachers in my subject area prior to student teaching. Comment regarding item: _____				
6. My preparation program included field experiences in (a) school(s) prior to student teaching. Examples might include: a) program observations, b) shadowing, c) interaction with secondary or post secondary students, or d) assisting with youth club activities. Comment regarding item: _____				
7. My field experiences helped me understand the concepts taught in my professional education courses. Comment regarding item: _____				
8. The vocational faculty consulted with me at the time of my field experiences. Comment regarding item: _____				

(Continued to Next Page)

	Strongly Agree	Agree	Disagree	Strongly Disagree
9. After student teaching the vocational faculty met with me to discuss the implications of my student teaching experience. Comment regarding item: _____				
10. At the conclusion of my teacher preparation program I felt I was prepared to use a variety of teaching methods. Comment regarding item: _____				
11. At the conclusion of my teacher preparation program I felt I could maintain adequate discipline in the classroom. Comment regarding item: _____				
12. At the conclusion of my teacher preparation program I felt I could write objectives for a course or program. Comment regarding item: _____				
13. At the conclusion of my teacher preparation program I felt I could develop a course outline. Comment regarding item: _____				

(Continued to Next Page)

	Strongly Agree	Agree	Disagree	Strongly Disagree
14. At the conclusion of my teacher preparation program I felt I could assess student achievement.				
15. I feel the content provided me by the vocational faculty was relevant to my needs as a teacher.				
16. I have been able to apply the content taught me by the vocational education faculty.				
17. I was challenged by the content taught me by the vocational education faculty.				
18. The amount or quantity of content I learned in my teacher preparation program was adequate.				
19. The university provided me adequate job placement assistance.				

Comment regarding item: _____

(Continued to Next Page)

	Strongly Agree	Agree	Disagree	Strongly Disagree
20. The vocational faculty assisted me in job placement. Comment regarding item: _____				
21. I feel that the university placement service will maintain accurate records of my credentials. Comment regarding item: _____				
22. During my teacher preparation program I knew that the vocational faculty were available for counseling. Comment regarding item: _____				
23. During my teacher preparation program I made use of the counseling services available to me from the vocational faculty. Comment regarding item: _____				
24. During my teacher prepartion program I was satisfied with the amount of counseling services available to me. Comment regarding item: _____				

(Continued to Next Page)

	Strongly Agree	Agree	Disagree	Strongly Disagree
25. During my teacher preparation program I felt that the vocational faculty were interested in providing me counseling services. Comment regarding item: _____				
26. During my teacher preparation program I was able to meet with the vocational faculty (adviser) at the time when counseling services were needed. Comment regarding item: _____				
27. During my teacher preparation program I felt that the vocational education library resources were adequate to my needs. Comment regarding item: _____				
28. During my teacher preparation program I was able to locate adequate instructional and curriculum materials related to my subject area. Comment regarding item: _____				

THANK YOU

PURDUE UNIVERSITY
AGRICULTURAL EDUCATION
BUILDING G, SCC
WEST LAFAYETTE, INDIANA 47907

Dear

The State Board of Vocational and Technical Education has supported a grant to Indiana and Purdue Universities to develop an evaluation model for Vocational Teacher Education programs in Indiana. Purdue has assumed the responsibility for instrumentation development to be used in collecting data for the process criteria component of the model.

Attached is a draft instrument prepared by the Purdue research staff. This instrument concerns only the pre-service goal segment of the total evaluation model.

The instrument is divided into five areas: (1) Facilities and Equipment, (2) Staff, (3) Supportive Services, (4) Program Evaluation, and (5) Curriculum.

Your help is needed! We are sending the questionnaire to a selected few Vocational Education program area leaders and asking these people to complete the questionnaire. The data received will not in any way be identified or used to make program area comparisons. Our only interest at this time is to test the instrument. We would appreciate your filling out the instrument as completely as possible. Please note in the margins, on the back of the pages or by other means, questions, concerns and problems you forsee or encounter. Your frank, candid and honest appraisal is needed.

Sincerely,

VOCATIONAL TEACHER EDUCATION
EVALUATION INSTRUMENT

Mission: Instruction
Goal: Pre-Service Education

Direction for Usage

The attached instrument is designed to provide data relative to the pre-service goal of the Instruction Mission for Vocational Teacher Education in Indiana. This instrument is for the recording of data for a specific program area, i.e., Agriculture Education, Business Education, Distributive Education, Health Occupations, Home Economics Education, and Trade and Industrial Education. Please note at the bottom of this page the program area, person completing the instrument, institution and addresses, including phone numbers.

The instrument is organized into five separate components:

1. Facilities and Equipment
2. Supportive Services
3. Staff
4. Evaluation
5. Curriculum

Each of these components has two types of questions: (1) Assessments, and (2) Evaluations. The assessments ask the person completing the form to assess their program area relative to a series of questions. There are three possible responses; yes, no or not applicable. The evaluation questions ask the evaluator to evaluate the components on a scale of:

Excellent
Good
Fair
Poor

Program Area_____Institution_____

Person Completing Form_____

Address and Phone Number_____

_____

FACILITIES AND EQUIPMENT

Assessment	YES	NO	N.A.
1. Classrooms and laboratories meet needs of number of students enrolled.			
2. Cooperating schools or laboratory schools meet needs of number of students enrolled.			
3. Commercial or non-classroom facilities meet needs of number of students enrolled.			
4. Storage space is accessible.			
5. Space per pupil in rooms meets state recommendations.			
6. Custodial services are provided.			
7. Maintenance services are provided.			
8. Room environment (e.g. color, lighting, and arrangement) is conducive to learning.			
9. Faculty workroom is provided.			
10. Facility provides			
lighting			
ventilation			
heating/cooling			
sanitation facilities			
water as needed (labs, drinking, showers)			
emergency exits			
chalkboards			
bulletin boards			
energy outlets			
trash disposal			
display cases			
11. Equipment is maintained.			
12. Equipment meets needs of number of students enrolled.			

Facilities and Equipment (continued)

Assessment	YES	NO	N.A.
13. Laboratory equipment represents variety of styles.			
14. Laboratory equipment represents variety of prices.			
15. Laboratory equipment is comparable to that found in industry.			
16. Special equipment needed for laboratory situations is available through industry or community resources.			
17. Fire extinguishers are accessible.			
18. First aid kits are located in laboratories.			
19. Safety equipment (goggles, hard hats, etc.,) is worn in laboratories to comply with safety standards.			
20. Duplication machine or service is accessible.			
21. Faculty has input into acquisition of equipment.			
22. Furnishings are			
clean			
comfortable			
in good repair			
moveable			
23. Furnishings meet needs of number of students enrolled.			
24. Audio-visual equipment (e.g., projectors, recorders) is			
plentiful			
in good condition			
modern			
accessible			
conveniently stored			
organized			

Facilities and Equipment (continued)

Evaluation

To what extent:

	Excellent	Good	Fair	Poor
a) Is classroom instructional equipment sufficient for providing experiences necessary to meet program objectives?				
b) Is laboratory instructional equipment sufficient for providing experiences necessary to meet program objectives?				
c) are classroom facilities sufficient for providing experiences necessary to meet program objectives?				
d) are laboratory facilities sufficient for providing experiences necessary to meet program objectives?				

STAFF

Assessment

	YES	NO	N.A.
1. Faculty has valid Indiana teachers' licenses.			
2. Faculty meets state requirements for vocational certification in area in which it teaches.			
3. Faculty possesses terminal degrees in appropriate vocational area.			
4. Faculty attends at least one per year of the following state or national professional meetings			
convention			
workshop			
task force meeting			
committee meeting			
5. Faculty belongs to vocational education area-related organizations.			

STAFF (continued)

Assessment

	YES	NO	N.A.
6. Within past five years at least one faculty member has received national vocational education organization award.			
7. Within past five years at least one faculty member has received state vocational education organization award.			
8. Within past five years each faculty member has made a presentation at state or national professional meeting.			
9. Within past five years each faculty member has submitted article for publication.			
10. Faculty meets State Board of Vocational and Technical Education teacher training requirements.			

Evaluation

To what extent:

	Excellent	Good	Fair	Poor
a) Is faculty certified in appropriate vocational program area if such certification is available?				
b) Is faculty active in appropriate vocational education professional organizations?				
c) Is faculty recognized as qualified by experts outside institution?				

SUPPORTIVE SERVICES

Assessment

	YES	NO	N.A.
1. Inter-library loan facilities are available to students.			

Supportive Services (continued)

Assessment	YES	NO	N.A.
2. Library resources are available for vocational teacher education programs.			
3. Pre-service vocational teacher education programs have library support to meet needs.			
4. Faculty requests library and media additions.			
5. Students perceive library resources as adequate.			
6. Students perceive library resources as accessible.			
7. Listing of library resources related to vocational education is posted for staff and students.			
8. Office space is available for program needs.			
9. Office equipment is available for program needs.			
10. Non-professional staff is available to support instructional program.			
11. Teacher aides and professional personnel are available to assist classroom teachers.			
12. Non-instructional staff is available to support instructional program.			
13. Supply and expense budget is available to meet instructional program needs.			
14. Admission criteria are used in counseling students.			
15. Admission criteria are open to students.			
16. Faculty assumes responsibility for guidance.			

Supportive Services (continued)

Assessment

	YES	NO	N.A.
17. Students may obtain guidance services at any point in teacher preparation program.			
18. Advanced students recommend guidance services provided by teacher preparation program.			
19. Faculty maintains office hours for career guidance concerns of students.			
20. Faculty operates academic advisement programs for program majors without bias to program minors.			
21. Availability of teacher placement assistance is known by students.			
22. Teacher placement seeks vocational teacher education faculty recommendations.			
23. Teacher placement assistance uses teacher education faculty linkages with field.			
24. Teacher placement service includes credential maintenance.			
25. Vocational teacher education program periodically secures employment histories of graduates.			
26. Vocational teacher education program systematically consults with first and second year graduates.			

Evaluation

To what extent:

	Excellent	Good	Fair	Poor
a) are inter-library loan facilities available to students?				
b) are library resources responsive to needs of pre-service vocational education programs?				

Supportive Services (continued)

Evaluation

To what extent:

	Excellent	Good	Fair	Poor
c) does plan exist whereby faculty has input into library acquisitions?				
d) do students perceive library resources as adequate and available?				
e) is list of library resources related to vocational education available?				
f) does program have adequate office space and equipment to support instructional program?				
g) does program have adequate non-professional instructional staff to support instructional program?				
h) does program have sufficient non-instructional staff to support instructional program?				
i) does supply and expense budget exist for instructional program?				
j) is list of admissions criteria used to counsel students into vocational teacher education programs?				
k) are admission criteria available to students and staff?				
l) does vocational faculty assume responsibility of guidance?				
m) are guidance services available to students during vocational teacher education programs?				
n) do students perceive guidance services provided during vocational teacher education programs as being helpful?				
o) is faculty accessible for instructional consultation with students?				

Supportive Services (continued)

Evaluation

To what extent:

	Excellent	Good	Fair	Poor
p) does faculty provide academic advisement to vocational teacher education program majors?				
q) is teacher placement assistance provided?				
r) does placement service utilize expertise of vocational teacher education faculty?				
s) does placement service include maintenance of credentials?				
t) does program maintain record of graduates' employment histories?				
u) does program have plan on file for follow-up consultation of first and second year teachers?				

PROGRAM EVALUATION

Assessment

	YES	NO	N.A.
1. Each program cycle incorporates formative evaluation.			
2. Each program cycle culminates in summative evaluation.			
3. Each succeeding program cycle is modified through use of summative evaluation.			
4. Program feedback is evident.			
5. Program makes changes based on evaluation results.			

Program Evaluation (continued)

Evaluation

To what extent:

	Excellent	Good	Fair	Poor
a) is formative evaluation built into system?				
b) is summative evaluation implemented?				
c) are procedures for alteration based on evaluation evident?				

CURRICULUM

Assessment

	YES	NO	N.A.
1. List of state certification requirements is available to students in vocational educational training.			
2. Faculty acts in advisory capacity in initiation and implementation of state certification requirements.			
3. Faculty revises university program requirements in keeping with changes in state certification requirements.			
4. V.T.E. curriculum advisory committee is used whenever curriculum revisions are planned.			
5. Offerings in vocational education are adequate in number to serve population of students wishing to enroll.			
6. Class size is regulated by objectives of individual classes.			
7. Provisions are made for flexible class structure and teaching organization.			
8. Faculty conducts post student-teaching consultation with student teachers.			

Curriculum (continued)

	YES	NO	N.A.
Assessment			
9. Instructional program provides student-teaching experiences in vocational area.			
10. Instructional program provides supervision of student teachers in the vocational area by vocational area teachers.			
11. Instructional program provides early field experiences (prior to teaching experience) of students enrolled in pre-service vocational teacher education.			
12. Early field epxerience follow-up consultation is provided.			
13. Program includes variety of appropriate instructional methods.			
14. Students participate in setting objectives, planning activities, and evaluating their progress.			
15. Teachers use results of diagnostic techniques to improve curriculum.			
16. Faculty utilizes such teaching resources as			
para-professional personnel			
demonstrations by qualified individuals			
field trips to actual employment situations			
17. Vocational education instructional content is based on current analyses of needs, interests, and abilities of students.			
18. Research results about learning are considered in curriculum planning for students.			
19. Scope and sequence of offerings are designed to challenge each student.			

Curriculum (continued)

Assessment

	YES	NO	N.A.
20. Content is chosen in accordance with defined objectives stated in behavioral terms.			
21. Program stimulates independent thinking and problem solving of students.			
22. Curriculum is designed to develop required competencies including			
requisite skills			
requisite knowledges			
desirable work habits and attitude			
communication skills			
safety practices			
23. Feedback from former students and their employers is used to improve curriculum.			
24. Curriculum content is designed to use instructional devices and techniques to accomodate various ability levels and learning speeds.			
25. Course outlines are accessible.			

Evaluation

To what extent:

	Excellent	Good	Fair	Poor
a) is list of state certification requirements available?				
b) is curriculum flexible to meet requirement needs?				
c) do program planners have input into formation of requirements set up by state board for certification?				
d) are program planners up-to-date on current requirements?				

Curriculum (continued)

Evaluation

To what extent:

	Excellent	Good	Fair	Poor
e) is pre-service vocational teacher education program approved by the Teacher Training and Licensing Commission?				
f) are curriculum advisory committees utilized?				
g) does program include variety of appropriate in-class experiences?				
h) does instructional program provide student-teaching experiences in vocational area?				
i) does instructional program provide supervision of student-teaching experience in vocational area?				
j) does instructional program provide early field experiences and supervision in vocational area?				
k) is early field experience follow-up consultation provided?				
l) is post student-teaching follow-up consultation provided?				
m) does instructional content reflect current trends?				
n) is instructional content based upon identified professional and technical needs of vocational speciality area?				
o) is content perceived as challenging by faculty and students?				
p) is student acquisition of curriculum content evident?				
q) are course outlines on file?				
r) is content of certification courses based on empirically identified competencies?				

APPENDIX B

VOCATIONAL EDUCATION

INDIANA UNIVERSITY — PURDUE UNIVERSITY

TO: Vocational Teacher Educators
Vocational Administrators
State Board Staff
Division of Vocational Education Staff
Indiana State Board for Vocational and Technical Education

FROM: Project Staff, Development of a Generalizable Model for the Evaluation of Vocational Teacher Education: W.B. Richardson & C.E. Kline, Purdue; T.R. White, Indiana

SUBJECT: Dissemination Conference, Model for the Evaluation of Vocational Teacher Education

During this past year Indiana and Purdue Universities have cooperated in a SBVTE project to develop a state-wide model for the evaluation of vocational teacher education. On June 4 a conference will be held to inform key vocational personnel in Indiana of the components of the model and its recommended implementation.

The model consists of missions, goals, objectives, and criteria that are descriptive of vocational professional development. Throughout the development process input has been received from an advisory committee which included representatives from teacher education, local vocational administration, and the state board staff.

The conference will be held from 9:00 a.m. until 4:00 p.m., June 4, in the Roof Lounge of the Student Union Building on the IUPUI campus, 1600 West Michigan Street, Indianapolis. Since space is limited to 100 persons, you are requested to return the form below in order to reserve a place. In addition, you will be mailed a Visitor's Parking Permit to facilitate parking at the building. The program agenda and parking permit will be mailed upon receipt of your reservation.

We hope you will be able to attend this important conference.

Tear Off and Return by May 15

- -

I plan to attend the Dissemination Conference for the Vocational Teacher Education Evaluation Model.

_____ Name _____ Agency

_____ Address

_____

Return this form to: Thomas R. White
Indiana University
223 South Jordan
Bloomington, Indiana 47401

AGENDA

DISSEMINATION CONFERENCE

GENERALIZABLE MODEL FOR THE EVALUATION OF VOCATIONAL TEACHER EDUCATION

Student Union Building, IUPUI, 1300 W. Michigan, Indianapolis

June 4, 1976

9:00 - 9:30	Registration and Welcome
9:30 - 10:00	Overview of the Project
10:00 - 10:30	View from the State Board Staff
10:30 - 10:45	Break
10:45 - 11:30	Project Design a. Procedures b. Model Development c. Implementation and Usuage
11:30 - 12:00	Orientation to Group Effort
12:00 - 1:30	Lunch (on your own)
1:30 - 2:45	Group Participation
2:45 - 3:00	Break
3:00 - 4:00	Summary, Evaluation, and Conclusions

DISSEMINATION CONFERENCE

EVALUATION

Please indicate the group you are representing by checking one of the agencies identified below:

____Teacher Education Institution ____Local Administration

____Division Staff ____Other (please describe)_____

Instructions: Each of the statements pertain to the teacher education evaluation model and this conference. Please indicate the extent to which you agree with the statement by circling the appropriate number between 5 and 1. If you encircle a "5," that indicates that you strongly agree with the statement; if you encircle a "1," that indicates that you strongly disagree with the statement. The numbers "4," "3," and "2" represent corresponding degrees between strongly agree and strongly disagree.

		Strongly Agree				Strongly Disagree
1.	I feel I understand the conceptual basis for the evaluation model.	5	4	3	2	1
2.	I agree with the conceptual basis of the evaluation model.	5	4	3	2	1
3.	I feel the functions of vocational teacher education are adequately included in the model.	5	4	3	2	1
4.	I feel the model can be applied to the teacher education institutions in Indiana.	5	4	3	2	1
5.	I feel interest in evaluation of teacher education is present in Indiana.	5	4	3	2	1
6.	I feel communications within institutions can be improved through this model.	5	4	3	2	1
7.	I feel communications between LEAs and institutions can be improved through this model.	5	4	3	2	1
8.	I feel the model has accounted for the variables associated with vocational teacher education.	5	4	3	2	1
9.	I feel this conference explained the model development project.	5	4	3	2	1
10.	I feel this conference provided you the opportunity to explore your concerns about vocational teacher education evaluation.	5	4	3	2	1

DISSEMINATION CONFERENCE

A state-wide dissemination conference was held June 4, 1976 at the Indiana-Purdue University Student Union building in Indianapolis. Invitations to attend the conference were sent to all identified vocational teacher educators, all division of vocational education staff, all State Board staff, all local vocational administrators, all State Board members, and selected administrators from post-secondary vocational/technical education.

The conference program included:

1. A presentation of the conceptual basis for the model development project,
2. A discussion of the model and its components, and
3. A description of the procedures used throughout the project.

In addition, Mr. Don K. Gentry, State Director of Vocational Education and Executive Officer of the Indiana State Board of Vocational Technical Education, presented a status report on vocational teacher education in the state, his views on the future of such activities, and his reaction to the model development project.

Following these presentations, the participants were divided into small groups to discuss the implications of specified sections of the model: instruction mission, research and development mission, and service mission. At the conclusion of the small group discussions, group reports were made relative to each of the topics discussed. Comments by the spokesman were received by the project staff and will be considered as input into succeeding activities by the project staff.

At the conclusion of the conference an evaluation instrument was distributed and responses collected concerning ten areas relating to the total project.

A summary of these responses is contained in Table 3 of this report.

TABLE 3

MEAN SCORES OF PROJECT RATINGS BY DISSEMINATION CONFERENCE PARTICIPANTS
(5.0 = strongest agreement, 1.0 = strongest disagreement)

Item	Total Group n = 28	Teacher Educators n = 16	State Staff n = 3	Local Adm. n = 9
1. Understanding of conceptual basis of the model	4.07	4.25	4.00	3.75
2. Agreement with conceptual basis of the model	3.18	4.00	3.66	2.87
3. Adequate coverage of teacher education functions	3.22	3.38	3.66	2.62
4. Application of model in Indiana	3.70	3.94	4.33	2.87
5. Interest in evaluation of teacher education	4.62	4.25	5.00	4.37
6. Potential for model to improve inter-university communications	4.37	4.62	5.00	4.12
7. Potential for model to improve LEA-institutional communications	3.48	3.43	4.00	3.62
8. Agreement that model has accounted for variables in teacher education	3.03	3.25	3.33	2.50
9. Agreement that conference explained project	4.37	3.87	4.33	4.37
10. Agreement that conference provided opportunity to explore concerns about teacher education	3.74	3.69	4.33	3.62

Appendix C

PROJECT STAFF

Directors

Indiana University	Purdue University
Dr. Thomas R. White School of Education Indiana University	Dr. Charles E. Kline Department of Education Purdue University
	Dr. William B. Richardson Department of Education Purdue University

Graduate Assistants

Mr. Terry Thompson Indiana University	Ms. Ora Lee Roberts Purdue University
Mr. Dan Dubois Indiana University	Ms. Margaret Ann Berry Purdue University

PROJECT ADVISORY COMMITTEE

Dr. Winnie Ford
School of Business
Indiana State University

Ms. Mary Lee Seibert
Indiana University Medical Center
IUPUI

Dr. Ruth Turner
Home Economics Department
Indiana State University

Dr. Howard McVicker
School of Technology
Purdue University

Dr. Rodney Davis
College of Business
Ball State University

Mr. Meredith Thompson
Vocational Director
Bartholomew Consolidated Schools

Dr. David Howell
Department of Education
Purdue University

Dr. Mary Jenet Penrod
Coordinator Professional
Development
SBVTE

Appendix D

FINANCIAL STATEMENT FOR FINAL REPORT ENDING June 30, 1976
(Date)

Project Number 30-75-C

ITEMS	Project Budget FY 1976		Total Expenditures on Project		End of Project Balance:	
	Agency	Federal	Agency	State/Federal	Agency	State/Federal
A. DIRECT EXPENDITURES						
1. Personnel		$ 7,670		$3,878.83		$3,791.17
2. Contractual services		1,180		1,585.63		(405.63)
3. Employee benefits		1,537		796.74		740.26
4. Travel		200		143.04		56.96
5. Supplies and materials		1,146		1,219.76		(73.76)
6. Communications(include phone calls, printing)		200		107.37		92.63
7. Properties(rentals or purchase of equip.)						
8. Facilities						
9. Product production and dissemination						
10. Project Evaluation						
B. INDIRECT EXPENDITURES	$1,193		$1,193		$ -0-	
C. TOTAL EXPENDITURES	$1,193	$11,933	$1,193	$7,23.37	$ -0-	$4,209.63

Dr. Mary J. Penrod
Project Monitor

Director: _____

LEA: Purdue University

FINANCIAL STATEMENT FOR QUARTER ENDING _____

Project Number: 31-75-C

ITEMS	Project Budget FY 19		Total Expenditures To Date:		Project Balance:	
	Agency	State/Federal	Agency	State/Federal	Agency	State/Federal
A. DIRECT COSTS						
1. Personnel		$7,001.00		$6,246.62		$754.38
2. Contractual Services		875.00		876.25		- 1.25
3. Employee Benefits		1,050.00		869.13		180.87
4. Travel		450.00		325.30		124.70
5. Supplies and materials		200.00		189.96		10.04
6. Communications (include phone calls, printing)		300.00		295.71		4.23
7. Properties (rentals or purchase of equipment)		---------		---------		-------
8. Facilities		---------		---------		-------
9. Product production and dissemination		385.00		74.78		310.22
10. Project evaluation		---------		---------		-------
B. INDIRECT COSTS	$4,104		$2,992.95		1111.05	
C. TOTAL COSTS	$4,104	$10,261.00	$2,992.95	$8,877.75	1111.05	$1,383.19

Total Unencumbered Funds $_____

Director: _____
(Signature)

M. J. Penrod
Project Monitor

LEA: Indiana University

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